**Detailed Lesson I:**

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| **Lesson Title:** | Netiquette and Script: Plot/Story Development (Lessons 5-7) |
| **Grade Level and Subject:** | 6th Grade English Language Arts |
| **Time Frame:** | 2 Whole Class Periods (82 minutes) with the potential of additional an additional half a period (40 minutes). |
| **Overview and Purpose:** | Within this lesson, students will examine and apply plot development and story concepts as they begin to develop their “A Day in the Life” story. Additionally, students will learn principles associated with Netiquette prior to engaging and applying those concepts when they engage in global communication and collaboration with their ePal. This lesson is useful and inclusive of making a global connection and addresses global citizenship because students will be able to engage in classroom collaboration that allows them to create a plot for “A Day in the Life” movie. Additionally, students will be able to communicate and collaborate with their ePal during the process. Students will be able to bring this information back to their classroom collaborative group and examine how their stories are different from those of another place and culture as well as use global collaboration to aid with development of classroom collaboration of the “A Day in the Life” movie. |
| **Education Standards Addressed:** | [Common Core State Standards for English Language Arts:](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)  R.6.3, W.6.3.A, W.6.3.B, W.6.3.C, W.6.3.D, W.6.3.E, W.6.4, W.6.5, W.6.6, W.6.10, SL.6.1.A, SL.6.1.B, SL.6.1.C, SL.6.1.C, SL.6.1.D, SL.6.2, SL.6.5, L.6.1.E, L.6.2.A, L.6.2.B  [National Standards:](http://www.ncte.org/standards/ncte-ira)  3, 4, 5, 6, 9, 11, 12  [ISTE—NETS\*S (2007):](http://www.iste.org/standards/nets-for-students.aspx)   1. Creativity and Innovation: A, B, and C 2. Communication and Collaboration: A, B, C, and D 3. N/A 4. Critical Thinking, Problem Solving, and Decision Making: B 5. Digital Citizenship: A, B, C, and D 6. Technology Operations and Concepts: A, B, C, and D   [Partnership for 21st Century Skills:](http://p21.org/storage/documents/1.__p21_framework_2-pager.pdf)   * Core Subjects and 21st Century Themes   + Global Awareness * Learning and Innovation   + Creativity and Innovation   + Critical Thinking and Problem Solving   + Communication and Collaboration * Information, Media, and Technology Skills   + ICT * Life and Career Skills   + Flexibility and Adaptability   + Initiative and Self-Direction   + Social and Cross-Cultural Skills   + Productivity and Accountability   + Leadership and Responsibility |
| **Goals and Objectives:** | By the end of this lesson, students will be able to:   * Goal 1: …utilize various technology tools and the Internet to improve upon written expression, elaboration, description, and organizational skills through the creation of a collaborative digital story and global collaboration with ePals.   + Objective A: Given an outline organizational tool (Bubbl.us), “Students will identify a topic, brainstorm ideas around that topic and write a personal narrative,” (ePals, 2010).   + Objective B: Given an online writing space (Wikispaces) and global ePal collaboration, students will be able to collaboratively engage in the writing process to create a clear, organized, and detailed script for a digital story with 90% accuracy. * Goal 2: …demonstrate an understanding and application of story/plot elements and organization through the creation of a collaborative digital story and global collaboration with ePals.   + Objective A: Given the use of ePals, “Students will understand that digital storytelling is an effective way to have their voices heard and make a meaningful connection with others,” (ePals, 2010) with 90% accuracy.   + Given the use of digital plot jots, students will share, reflect, and apply story plot elements collaboratively within their group and with their ePal with 90% accuracy. * Goal 3: …demonstrate an understanding of how sounds, images, and music (Mood and Tone) will affect a storyline through the creation of a digital story and global collaboration with ePal.   + Objective C: Given the use of a collaborative writing space (Wikispaces), students will be able to create a collaborative storyboard that translates text (script) into images, sound, and music in preparation for iMovie creation with 90% accuracy. * Goal 4: “…communicate and work collaboratively with peers, teachers, and ePals,” (ePals, 2010).   + Objective A: Given the use of a daily reflective group log, students will collaboratively work together to identify goals and reflect upon daily work to complete the project in a timely manner with 100% accuracy.   + Objective B: Given the use of ePals and online reflective journal (Wikispaces), students will engage in deep reflection of learning and apply concepts when discussing or collaborating with ePals or composing the final reflection journal with 90% accuracy. |
| **Lesson Procedure (Information):** | * Do Now Netiquette (Based upon [Common Sense Media](http://cybersmartcurriculum.org/mannersbullyingethics/lessons/6-8/good_messaging_manners/), 2012 Lesson): * Upon entering the classroom, students will compose a journal entry that answers the following questions:   + What are some ways you can communicate in cyberspace?   + Which of these communications are usually done one-to-one?   + Teacher will give students time to compose responses in journals. Teacher will ask students if they want to share responses to class.   + Teacher will pass out Handout 1 of Good Messaging Manners (Common Sense Media, 2012).   + Within collaborative groups and whole class discussion, teacher and students will engage in discussion about the Do’s and Don’ts for Any Message in preparation for ePal communication.   + Working in collaborative groups, students will complete Handouts 2 and 3 of Good Messaging Manners. Teacher will facilitate collaborative groups by meeting with each group to discuss any questions students may have in addition to monitoring student progress. Students will have ten minutes to work on the scenarios within the last two worksheets collaboratively.   + Once time has elapsed, teacher and students will discuss answers in addition to relating scenarios to ePal communication that students will be engaging in. * Content: * “A Day in the Life (Based upon ePal Digital Storytelling Classroom Project, 2010, but various aspects of the project have been adjusted to suit the needs of students and teacher within this classroom and classroom they are collaborating with)” * Working in collaborative groups, students will each view a different student generated digital story form the ePals website as identified by the teacher. Students will view assigned movie and answer questions on the “Sample Digital Storytelling Worksheet.” Teacher will lead discussion after students have finished to examine what students understand storytelling to be in addition to how different cultures will tell different stories.   + Working in collaborative groups, students will be given their group folder that contains the following: Daily group log journal, job descriptions, directions, and a plot diagram. After assigning jobs, the “Project Manager” for the day will begin to fill out the Group Log with the rest of the group. They will set a daily goal(s) and identify who will be completing what job.   + Each group will receive a laptop. Students will login under the “Student” profile, access the Internet, and sign in to Wikispaces.   + Within Wikispaces, students are going to navigate to their collaborative group space and click on the digital storytelling plot/story development page.   + Teacher will conduct a brief overview of how to utilize the storyboard within Wikispaces using LCD projector. Students will then collaboratively work to create a storyline for their “A Day in the Life” digital story according to plot development. (Depending on progression of students, this could take an additional class time as outlined in the time frame above).   + At the end of collaborative group time, the Project Manager of each group will fill out the rest of the group journal log for the day with the rest of the students in the collaborative group. Students will analyze if they met their goals, if they worked to the best of their ability, and what they can do better next time. * Students will be given laptops (depending on class size, about 20 laptops). Students will click on Internet browser (Firefox) and navigate to the ePal website.   + Students will respond to previous email communications.   + Teacher will use LCD and project today’s ePal communications for students to use as a reference during composing time. Students will then answer the following questions taken from the ePal (2010) Digital Storytelling Classroom Project (Email #2):     - * “Tell your ePal what type of story you are planning to tell,” (ePals, 2010).       * Share several story ideas from your group and tell your ePal which one you and your group have decided upon. Explain why this was your group’s final choice (The second question was adapted and adjusted from the ePal project). |
| **Verification:** | Teacher will use the following steps to check for student understanding:   1. Teacher observation 2. Teacher meetings with groups and individual students (Check points) 3. Reflective journals 4. During whole class instruction, teacher will ask questions to students that promote critical thinking and analysis of topics 5. Class Discussions |
| **Independent Activity:** | As a follow-up to reinforce this lesson and global communication, students will be asked to complete a reflective journal in their digital wikispace writing portfolio. Students will be asked to analyze and answer the following: How has communicating with your ePal enabled you to become an increasingly active member of your classroom collaborative group? When you share information with your ePal do you find that they help you? Why or why not (Remember to use a specific example)? What are some things you have learned about your ePal culturally? Do you find that there is a difference between his or her “A Day in the Life” movie and your collaborative group’s? Why or Why not? |
| **Materials Needed:** | * LCD Screen * Laptops (20 maximum) * Internet Connection * ePal Accounts (Previously created from prior lessons at the beginning of the module) * Wikispaces Accounts (Previously created from prior lessons at the beginning of the module) * Writing Utensils |
| **Other Resources:** | * [Good Messaging Manners Student Sheets](http://cybersmartcurriculum.org/assets/files/activitysheets/6-8/Good_Messaging_Manners.pdf) (Common Sense Media, 2012) * Access to CyberSmart Africa (2012) [Video Gallery](http://www.cybersmartafrica.org/storytelling/gallery/) * [Sample Digital Storytelling Video Worksheet](SampleDigitalStorytellingWorksheet.docx) * [Daily Group Log Journal](DailyGroupLogJournal.doc) * [Job Descriptions](JobDescriptions.docx) * [Plot Development Worksheet](PlotStoryDevelopment.doc) * [“A Day in the Life” Directions](ADayInTheLifeDirections.doc) * Wikispaces [Plot Development Page](https://edtc645globalclassroommodule.wikispaces.com/Digital+Storyboarding) * Wikispaces Individual [Writing Portfolio Page](https://edtc645globalclassroommodule.wikispaces.com/Writing+Portfolios) * Rubrics:   + [“A Day in the Life” (Collaborative Grade)](ADayInTheLifeCollaborativeRubric.doc)   + [Written Expression and Reflection (Individual Grade)](ADayInTheLifeIndividualRubric.docx) |
| **Formative Evaluation:** | * Teacher Observation * Wikispace Collaborations * Collaborative Group Journal * ePal Communications |
| **Summative Evaluation:** | The final assessment of the Global Classroom Module will include the creation of and sharing of movies on ePals with our collaborative classroom, ePal communications, and reflection journals that, students have written throughout the process (An additional final reflection will be added). Students will write on their individual wikispace writing portfolio. Two rubrics will be developed. One will focus on the final product: the “A Day in the Life” Story and will be a collaborative grade. The other grade will be an individual grade that will analyze email collaborations and reflection journals through application of curricular and global concepts such as writing instruction and global awareness.   * Summative Assessment Breakdown: Two Rubrics   + A Day in the Life: collaborative writing and planning, daily group logs, technology use, etc. (Collaborative Grade)   + Wikispace Journal Compositions, ePal Communications, and Reflective Journal (Individual Grade) |
| **Summary (Lesson Close):** | As a closing to the lesson, students will complete a 3-2-1 activity prior to leaving class. This activity can be done verbally or written on an exit card. Within this activity, students will identify 3 things that they learned, 2 things they have a question about, and 1 thing they would like to tell their teacher. If written on an exit card, students will hand the cards to the teacher on the way out of the classroom at the end of the period. |
| **Differentiation:** | The assignment will be differentiated based upon student strengths and weaknesses as identified from pre-assessment work. The teacher will make modifications to assignments as necessary based upon student performance. For example a higher level learner, may be asked to utilize more specific descriptive details when creating plot/story development (addition of road blocks within the rising action) and a lower level learner may be prompted with sentence starters to begin the thinking/writing process of thought organization and plot/story development. The teacher will be able to work with these students when they are in collaborative groups or when they are communicating with their ePal directly. |

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